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INTRODUCTION

The first author describes her short-term preliminary experiment in Glasgow as one of the teaching staff in a summer camp for ethnic Chinese students. In this course, the author tried applying the combination of enhanced technology and music in class, and after the class, the students, teachers and parents all gave positive feedback and comments on the learning results. This experience encouraged the first author to design a study on teaching English to Chinese nursery students using similar teaching methods.

PRELIMINARY EXPERIENCES

SUBJECTS

A class of twelve 3-5 years old children mainly came from Chinese families in Glasgow.



(Young UK Scottish-Chinese student respond to music and rhythms)

MATERIALS

1. Using different picture books (translated by me and materials found online) as the main teaching materials each week, specifically selecting picture books that were popular among kindergarteners in Glasgow.
2. The songs we used were related or similar to the contents of the picture books.

MAINLY TECHNOLOGY

We showed PowerPoints consisting of the contents of the picture books, then we played music with online video player. Animations to accompany the music were downloaded and played on computers (the music came from open access platforms including YouTube, QQ music and NetEase Cloud Music).

FEEDBACK in Class

1. Showing no fear and intrigued by the unfamiliar language
2. Willing to participate in the discussions
3. Focusing on the content of the story without distraction,
4. Memorizing the song lyrics with quite high speed



(First author taught Scottish-Chinese students in Chinese Class)

DOCTORAL RESEARCH

Our recent experiences in Glasgow provided an idea of how enhanced technology and music can be combined as a teaching method in the English classroom within Chinese nurseries. This led to the development of the research design for the first author's doctoral project at the University of Glasgow, supervised by the second and third co-authors. The focus group in the doctoral study will be Chinese nursery students, and the project aims to research the pedagogical approaches possible for teaching English to Chinese nursery students.

RESEARCH QUESTIONS

1. What are the teachers' understanding of the enhanced-technology classroom? Have they experienced any form of enhanced-technology classroom before?
2. What are the teachers' understanding of using chants or rhythms to teach English?
3. Is there a difference between the performance and engagement of the students in the experimental group (practiced with enhanced-technology classroom approach combined rhythms in different themes) and the control group (lectured based on the current curriculum)? If yes, how and to what extent do they vary?

LITERATURE REVIEW

1. In the field of education, technology can play a positive role in enhancing learning. Technology Enhanced Teaching (TET) is increasingly used in the UK and internationally (Rosemary, 2018). Various researchers have used case studies to examine how technological applications affect English language learners in the classroom (Mohammad; Cohen; Cutter).
2. As well as using enhanced technology in teaching English, some research has looked into the use of music to teach English (Lems ; Israel; Kuśnierek; Şevik). Teaching English to nursery students with music helps because language and music processing can trigger new neural connections that support the development of both. Recent research in the neurosciences of music has uncovered how the brain has a capacity to develop neural connections depending on experiences - also known as plasticity - and that cognitive and emotional processes are interconnected through neural networks across brain areas (e.g. Odena, 2018).
3. However, to the best of my knowledge, few researchers have examined technology-enhanced language teaching (TELT) with music (TELT-M), and none have explored the specific context of English classes in Chinese nurseries. This research fills that gap by exploring how TELT-M could enhance students' engagement and performance in developing language and communication skills.

RESEARCH DESIGN

1. Working with three Beijing nurseries and randomly selecting one class, this study will use a quasi-experimental design to compare students taught with TELT-M and those who receive a traditional approach with flashcards and drilling methods.
2. The participants (3 to 6-year-old students, with 12 from each of the three classes) will be observed in their English classes every weekday and at home for one hour per week.
3. Surveys and semi-structured interviews with three teachers and 36 parents will be used, prior to and at the end of the study, to compare perceptions and experiences of the technology-enhanced teaching and learning as well as TELT-M.
4. An visually oriented online test (game-based) will provide data by focusing on pronunciation, vocabulary and communication skills.

NEXT STEPS AND POTENTIAL CONTRIBUTION TO KNOWLEDGE

The next step for this project is for the first author to obtain Ethics approval and develop tools to gather pilot data. In terms of its potential contribution to knowledge, this study aims to indicate future developments of TET in nursery education, specifically suggesting future directions for TET teacher development, curriculum, and nursery management, especially for integrating music into TELT.

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